DOCUMENT RESUME

ED 185 266 CE 024 476

AUTHOR / Kreps, Alice Roelofs: Joslin, Denny
TITLE Community Living Skills Guide: General Experience Course for the Lower Functioning Person.
INSTITUTION Metropolitan State Coll., Denver, Colo.
NOTE 11p.: For related documents see CE 024 470-488 and CE 024 490-493.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Education: Basic Skills: Behavioral Objectives: Class Activities: *Communication Skills: Course Descriptions: Curriculum Guides: Daily Living Skills: *Developmental Disabilities: Experience: Guidelines: Individualized Instruction: Institutionalized Persons: Learning Activities: Lesson Plans: *Motor Development: *Normalization (Handicapped): Object Manipulation: *Psychomotor Skills: Rehabilitation: Residential Programs: Sensory Experience: Teaching Guides
IDENTIFIERS College for Living: Metropolitan State College CO

ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, General Experience Course for the Lower Functioning Person. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives include enabling the student to enjoy learning to work on basic communication skills and gross motor and fine motor skills. More specifically, the student will want to do more activities on his own initiative, be able to make his needs known more clearly to others, and better understand requests made of him. Each of the six steps in the course may take several weeks according to the individual. Suggestions are given for discussions and activities. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

General Experience Course

"for the Lower Functioning Person"

U.S. DEPARTMENT OF HEALTH
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GENERAL EXPERIENCE COURSE

FOR THE

LOWER FUNCTIONING PERSON

Written By

Alice Roelofs Kreps

and

Denny Joslin

COLLEGE FOR LIVING
east campus
Metropolitan State College 1006 11th Street, Box 9 Denver, CO 80204 (303) 629-2917

PREFACE

The College for Living Guidelines were designed and created by the needs of both the students and the teachers at Metro College for Living, Denver, Colorado. The teachers were keenly aware of the wide variety of levels and needs of students entering the College for Living. They realized that the myriad of backgrounds of the students necessitated an individualized approach to each subject. The guidelines were created to give the person who teaches a broad base of concepts with which to work and some activity ideas which will help the course be effective.

When using the College for Living Guidelines, the teacher is encouraged to develop individualized materials and approaches to meet the needs of each student. A guideline need not be followed rigidly. If a student needs to master a basic skill, let the student use a variety of methods to discover the concept they are backing. Then they can move on to another facet of the course.

The workbooks are designed to help the teacher begin a course. The interaction between student and teacher will make the content viable. A "positive atmosphere" will help the student learn.

Motivation of both student and teacher toward specific goals ensures success. It is important to remember that the students

we influence use teachers as role-models. Therefore, any means a teacher has to aid the student in growing in the area of self-respect and self-reliance should be emphasized.

One approach to learning is to offer choices. At first, the choices should be simple in order to minimize anxiety. But as the student progresses more difficult problem-solving situations can be introduced. Student input is essential.

Enjoy teaching.

Sincerely,

Alice Roelofs Kreps

Alice Roelofs Kreps,
Program Coordinator

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GOALS: To enable the student to enjoy learning to work on basic communication skills and gross motor and fine motor skills.

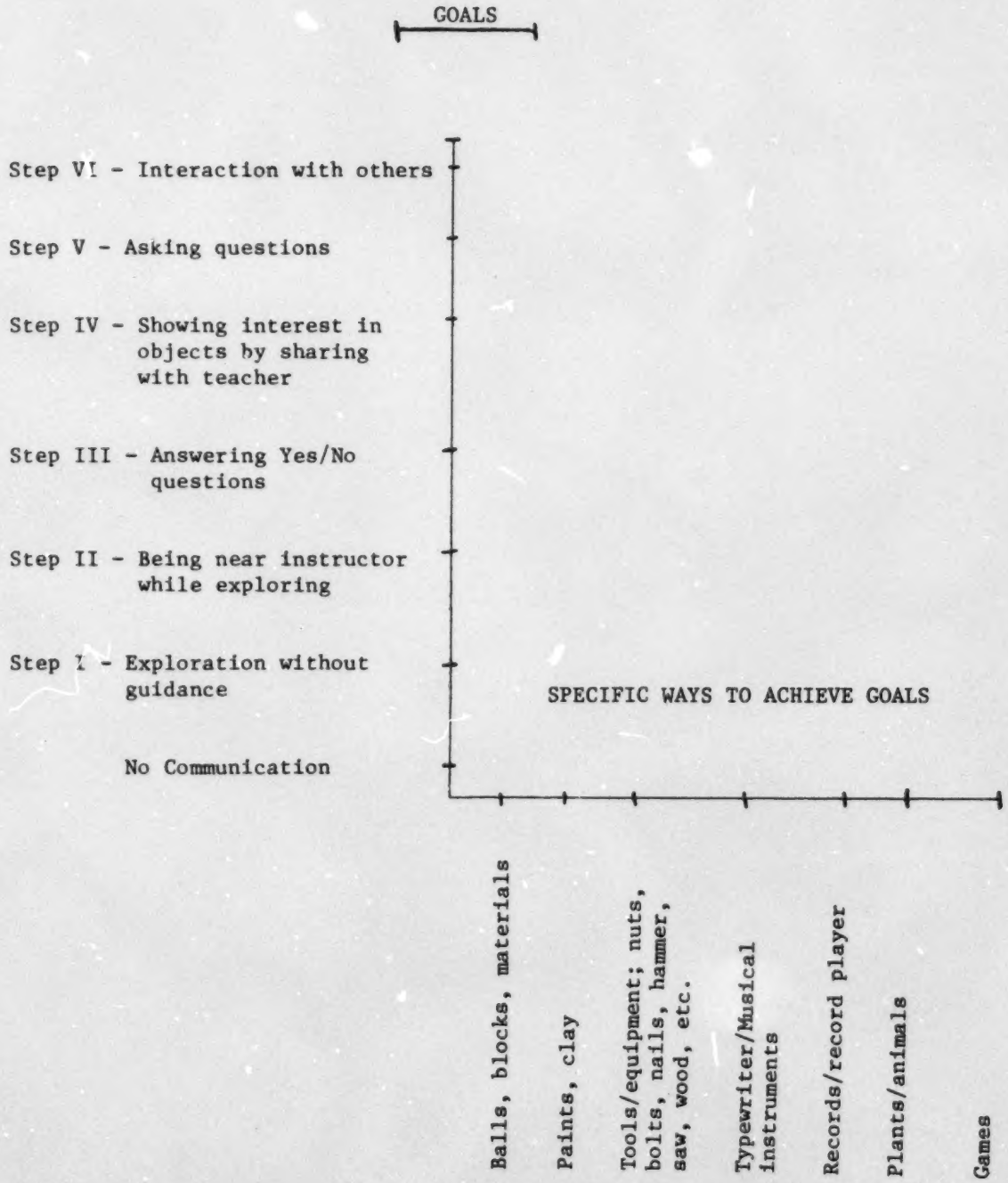
OBJECTIVES:

(1) Student will want to do more activities on his own initiative.

(2) The student will be able to make his needs known more clearly to others.

(3) The student will better understand requests made of him.

Preface to course: Each step may take several weeks according to the individual.


GOALS
Step VI - Interaction with others
Step V - Asking questions
Step IV - Showing interest in objects by sharing with teacher
Step III - Answering Yes/No questions
Step II - Being near instructor while exploring
Step I - Exploration without guidance
No Communication
SPECIFIC WAYS TO ACHIEVE GOALS
Balls, blocks, materials
Paints, clay
Tools/equipment; nuts, bolts, nails, hammer, saw, wood, etc.
Typewriter/Musical instruments
Records/record player
Plants/animals
Games

STEP I - Exploration

There are a variety of objects both visual, cactile, and aural in a room. The student is free to explore the room as he/she wishes. One rule: student must clean up after himself. The teacher must let the student explore at his/her own rate, making a comfortable atmosphere for classes. This step can take from 1-3 weeks as needed to develop case.

Some Ideas

(1) A center - "Our Environment" - science experiments, nature walks, household machines, furniture, etc.

(2) A center - "Physical Activities" - balls, ropes, maps for yoga, Tai Chi, dance, exercise, weights.

(3) A center - "Emotions" - feelings explored through discussion, books, pictures, arts, music, animals, plants.

(4) A center - "Communications" - newspapers, materials for writing, magazines, typewriter.

STEP II: Special Object

The teacher will center discussion around a special object. For example: "Look what I have over here! Do you want to see it?"

Simple yes-no questions will be asked and student will respond as she/he wishes.

Other areas will be available if student is not interested in the special object.

These special object-lessons should go on for several weeks.

Some activity ideas

(1) Different colored boxes to be stacked, etc.

(2) Balls of different sizes

(3) Nuts and bolts

(4) Pouring materials: boxes of rice, beans, water and bottles to pour them in.

(5) Food coloring for dyeing macaroni, etc.

(6) Take care of an animal

(7) Plant care

STEP III: Structured Activity With Special Objects

"Let's play a game." One-to-one games with the Special Objects introduced in Step II.

Activity Ideas

(1) Throw a ball back and forth

(2) Put 's in red box

's in blue box

's in yellow box

(3) Do a collage with the teacher or one other person

(4) Build a house out of blocks or woodscraps and nails

(5) Bake cookies

STEP V: Do you know any games? Choose one person to pick a game.

Activity Ideas

(1) Soccer game

(2) Checkers

(3) Sing a song

(4) Play in a band

(5) Plan a party